IGERT Student Progress Report for Name Here

The purpose of the IGERT Student Progress Report is to allow students, their advisors, and program leadership to (1) track student progress in the IGERT program, (2) better plan for meeting program benchmarks of successful interdisciplinary training, and (3) help students to build a portfolio of their research training outcomes.

The Progress Report form aims to articulate goals and benchmarks for a student's interdisciplinary training in as specific and detailed a fashion as possible. Of course, the diversity of student backgrounds, objectives, and home department situations means that it is simply not possible to make guidelines that cover every individual situation. Do not worry - the program aims to serve individual needs within a general framework. This document is intended as the starting point for further discussions with the advisor and with program administrators.

The information in this document should be updated at least once per semester throughout the student's PhD program, regardless of the student's current source of support, i.e., it is still required when an IGERT student reverts from NSF fellowship to other funding sources. The information will be viewed by IGERT faculty who will discuss each student's progress in a faculty meeting in December, and and it will be used for reporting to NSF and to the external Advisory Board at the end of the Spring semester. In other words, student reports will be reviewed every semester. Students will then receive feedback on their progress in the program.

In the Fall semester students should complete the information no later than **December 8th**, and should meet with their advisor to review progress before the end of classes. In the Spring semester students should complete the information no later than **April 15th**, as this is necessary for NSF's annual reporting process. Students should again meet with their advisor to review the information before the end of the semester.

A complete Progress Report consists of:

1. Updated Progress Summary Report (this form)
2. Updated CV (email a copy to ckajtar@umd.edu when your Progress Report form is updated; PDF preferred)
3. Up-to-date uploading of student work to the Language Science Document Vault (details to follow; this will include papers published or submitted, and copies of research presentations)

Each student and advisor will receive a link to a personalized Google Doc that only they and IGERT program administration will be able to edit, and that only a faculty review committee will be able to view.

The instructions on how to upload files to the Language Science Document Vault will follow shortly.

IGERT Student Progress Summary Form

General Information

Name:

Home Department/PhD Program:

Primary academic advisor(s):
Date of meeting to discuss this report/progress:

Research Rotation advisor(s):
Date of meeting to discuss progress:

Year joined the home PhD program:

Year joined the IGERT program:

Professional website URL:

Brief description of main area of research (max 150 words, aimed at a general language science audience):

Key Research Training Elements

The sections below cover the key elements of your training and preparation to be a future leader in interdisciplinary research on language. Regularly updating this information should help students and their advisors to track progress towards these goals. Much of this information also belongs in a CV, and students are encouraged to use information from this form when regularly updating their professional CV. Except where specifically indicated, the sections in this report can be updated cumulatively from one semester to the next. Please highlight (red, or boldface) new activities/ accomplishments since the last update. The key program elements are:

1. Coursework and PhD program benchmarks
2. Breadth and depth in research training
3. Research Rotation
4. Research products (publications, presentations)
5. Professional development, leadership, and outreach
6. Teaching experience

1. Coursework

Please update your PhD course plan, covering courses that you have already taken and courses that you plan/need to take. Please highlight any courses that are changes to your course plan since the last progress review, and insert a comment below the table to explain the change. Use the right-hand columns to indicate what program requirements the courses satisfy, e.g., home PhD, IGERT, NACS Certificate. Courses may count in more than one column, where permitted by the relevant programs. Feel free to add or delete rows as needed. Include key benchmarks in your home PhD program, whether or not they are formal courses for credit, e.g., Qualifying Exam, Minor area paper, Dissertation Proposal Defense. Also include mandatory dissertation credits ('899') - 12 needed for the PhD.
*Please mark with * the courses outside your department or your main discipline, and with ** the courses from the Language Diversity track.*

Semester	Course & Credits	Grade (optional) ** if I, pls indicate completion date*	Home PhD	IGERT	Other (e.g NACS)
F10	*<Course name ; PSYC XXX, # credits>*	A		< X>	
S11					

Comments on changes since last update to plan:

2. Breadth and depth in research training

i. Overview of research activity

Please provide a brief summary of your <u>current</u> research activity (e.g., this semester).

Please provide a brief summary of your research goals for next semester (incl. summer). *Note: students are reminded that summer support is intended to allow them to devote themselves to full-time research during the summer months. IGERT students, particularly those with NSF support, should consult with program leadership before taking on any additional employment/internships. NSF has restrictions on what is allowed.*

Please list any groups, collaborations you were or are part of.
*Please mark with an * the ones that are currently ongoing*

Please list any awards and honors you have received since you started your PhD program.

Please list any research activity you have carried out away from the University of Maryland, whether abroad or in the United States.

3. Research Rotation

The Research Rotation is a key element of the Language Science IGERT program. The goals are: (i) to broaden student research skills, and to provide experience in learning outside the student's 'comfort zone'; (ii) to introduce students to a new research community, and to provide experience in how to connect to an unfamiliar community; (iii) to yield specific research products for which students can receive recognition for these efforts.

Briefly describe the elements and goals of your research rotation. *Include the place/name(s) of department, program, or center where the rotation will occur, length of time you (will) spend doing your research rotation, and a brief description of the project. Note that the most successful research rotations are extended in time, allowing for careful planning and time for developing a product from the research. Therefore, students should expect to work on their plan as soon as they join the IGERT program.*

Please indicate how your research rotation experience will meet the three main goals of this program element, and whether you have already met each of the goals. If you are unsure whether you have completed one of the research rotation elements, please make your best guess, and take an opportunity to discuss this with your advisor(s) and/or program administrators.

a. <u>Research Area</u>: The rotation provides training in a research area that lies outside the student's main specialization. *Note: this training should extend the student's skills beyond the initial 'comfort zone'. In most instances it should involve work outside the home department, but exceptions are possible by request. E.g., an experimentalist might undertake rigorous computational training. Similarly, work carried out beyond the home department does not necessarily extend the student's skills to a new area, e.g., if a student works with a group or mentor that carries out research that is very similar to the home group.*
      [ ] Completed?
        Describe plan/outcome:

b. <u>Research Community</u>: The rotation integrates the student into a research community that lies outside the student's home department. *Note: this should involve time/activities spent physically outside the regular home, e.g., time using a non-home lab as the research base, multi-semester participation in regular lab meetings, attending conferences and workshops outside the main area, etc. Regular meetings with a faculty mentor from another department are certainly helpful, but they are ideally just the starting point for further integration into a new research community.*
      [ ] Completed?
        Describe plan/outcome:

c. <u>Research Product(s)</u>: Students should have concrete research products that result from their research rotation experience. The highest priority is placed on peer-reviewed publications, followed by conference presentations and proceedings, dissertation chapters. Internal presentations are insufficient. *Bottom line: the rotation must visibly impact the student's CV. If it does not, then the student's efforts are far less likely to be recognized by employers etc., and so the research rotation requirement does not count as completed.*
      [ ] Completed?
        Describe plan/outcome:

4. Research Products

Please list your publications and research products. It should be easy to copy material between this page and your CV.
Note: For NSF reporting purposes, please mark with * the publications/presentations that occurred since June 1st of the current academic year. Please DO include work that is not yet published, but do not mark that work with *.

Note 1: We are requesting this information in exactly the format that is required for NSF reporting, so please follow the citation templates closely.
Note 2: Although NSF is interested only in work that has already been published, we are very interested in work that is at an earlier stage of development (e.g., submitted, in revision).
Note 3: Copies of your work should be uploaded to the Language Science Research Vault (coming soon; instructions provided separately). This includes final publications listed here, plus preliminary reports such as conference presentations (e.g., Powerpoint slides), abstracts, etc. These products will also be used as a part of overall program assessment activities.
Note 4: Published work should include acknowledgement of NSF support. E.g., "This work was supported in part by NSF-IGERT award DGE-0801465 to the University of Maryland."

JOURNAL ARTICLES IN REFEREED PUBLICATIONS (*this covers most journal publications*)
Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. Title of Periodical, volume number(issue number), pages.

JOURNAL ARTICLES IN NON-REFEREED PUBLICATIONS (*this is less common in our fields*)
Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. Title of Periodical, volume number(issue number), pages.

BOOKS
Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher.

BOOK CHAPTERS
Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), Title of book (pages of chapter). Location: Publisher.

CONFERENCE PUBLICATIONS PUBLISHED DURING CURRENT REPORTING PERIOD (*this covers published conference proceedings, which are common in some sub-fields, and less common in others*)
Author, A. A., & Author, B. B. (Year of publication). Title of paper. In A. Editor & B. Editor (Eds.), Proceedings from Conference Name/Year, pages. Location: Publisher.

CONFERENCE PRESENTATIONS DURING CURRENT REPORTING PERIOD (*this covers external presentations; it does not include presentations at internal meetings such as IGERT Lunch talks or the Graduate Research Interaction Day or Language Science Day*)
Author, A. A. & Author B. B. (Year of publication). Title of paper. Poster presentation at Conference Name. Location, Dates.
Note: Please mark with * any presentations that you did outside of your main discipline

5. Professional Development, Leadership and Outreach

<u>Overall Professional Goals</u>

How often do you meet with your academic advisor(s)?

What are your current career goals upon graduation from the University of Maryland?

Have you (recently) discussed career preparation with your advisor(s)? In particular, have you discussed how your current training is (or is not) putting you on track to achieve your goals upon graduation from the University of Maryland? Do you feel that you have a good understanding of what is needed to achieve your goals in the current employment climate?

Have you (recently) discussed career preparation with your rotation advisor(s)?.

<u>IGERT-Specific Activities</u>

Please mark the year(s) you have given an IGERT lunch presentation and add the title of your presentation.
Note: each full IGERT student is expected to present at the IGERT lunch once a year, each year after becoming a full IGERT participant, regardless of the source of funding, and regardless of the number of years since joining the program.

[ ] 1st year of PhD
[ ] 2nd year
[ ] 3rd year
[ ] 4th year
[ ] 5th year

Please mark any years when you have served as a mentor for new IGERT students and include the name of the student who was mentored.

[ ] 2nd year of PhD
[ ] 3rd year
[ ] 4th year
[ ] 5th year

Please specify the semester(s) you served on any of the following student committees, and briefly explain your role.:

Winter Storm Committee
Outreach Committee
Language Science Day/Research Groups Committee
Wiki & Computational Support Committee
IGERT Lunch/Recruitment/Social Events Committee

Brief explanation of your role(s)

Please describe briefly the Winter Storm activities you were engaged in each year and what your role was.

Please describe briefly the outreach activities that you have contributed to, *e.g., Maryland Day, K-12 outreach, Teaching a seminar for students from University X , etc.* Please comment on how this differs from the activities that you proposed in your application to join the program.

<u>General Professional Development</u>

This section asks you to self-assess your preparation to-date in a number of areas that are needed to prepare you to be a successful PhD graduate. It is intended as a 'check-list' to help you as you build your experience. Remember that this list can be updated from one semester to the next. The questions marked with * are specific topics that are addressed in NSF's annual survey of IGERT programs, and so we are required to report data on these.

Have you gained experience in giving professional talks? Disciplinary audience? Interdisciplinary audience? Do you feel that you have a suitable understanding of what it takes to give a strong talk? Have you received specific feedback on your professional talks?

Have you received training in writing abstracts for professional conferences? Do you feel that you know what is needed for a competitive abstract? How have you learned about this?

Have you gained experience in publishing your work? Examples: preparing journal articles, revising and responding to reviews. If 'yes', please provide details.

Have you received training in research ethics, and human subjects protection and review? How did you receive this training?

Do you feel that you have a suitable understanding of the job application process in your field? How have you learned about this?

* Have you received training or instruction (e.g., courses, workshops) in effective teaching practices? Current academic year? Previously? If 'yes', please provide details.

* Have you developed and presented course and/or curriculum materials? Current academic year? Previously? If 'yes', please provide details.

* Have you received training/mentoring in grant proposal preparation. Current academic year? Previously? If 'yes', please provide details.

* Have you received training/instruction on the interaction between academic research and industrial technical requirements? Current academic year? Previously? If 'yes', please provide details.

* Have you received training/instruction for applying your research to address public policy concerns or issues? Current academic year? Previously? If 'yes', please provide details.

* Have you had any internships (off-campus, research, educational, and/or work experiences) in nonacademic settings (e.g., industry, government)? Current academic year? Previously? If 'yes', please provide details.

* Have you had professional interactions other than internships with nonacademic employers (e.g. industry, government) in order to learn about career opportunities and requirements? Current academic year? Previously? If 'yes', please provide details.

6. Teaching experience

Please list any courses that you have taught or served as a TA.
You should include short seminars or teaching during the annual Winter Storm.

Describe any plans for further teaching experience between now and your anticipated graduation date.

7. Questions from the joint student-faculty committee for evaluating program success

1. What did you do this year that you would not have done without IGERT/Language Science?

2. What do you plan to do next year (that you would not have done without IGERT/Language Science ...)?

3. What do you plan to do eventually (that you would not have done ...)?

4. Has your work been influenced by research that falls outside your primary area? Has the Language Science community contributed to this?

5(i). How often do you talk with students or faculty from other programs?

5(ii). Do you feel better prepared to have a conversation with people from [field X]?
Note: replace field X with a field that is different from your own.

5(iii). Could you explain your work to people in [field X]?

5(iv). Could you explain why your work is interesting to people in [field X]?

6(i). Could you understand and make use of research in [field X]?

6(ii). Could you participate in a research project in [field X]?

6(iii). Could you lead a research project in [field X]?